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The Effect of Personality over Student Insights on the Environment

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Abstract

This study aims to determine the effect of personality on students' insights about the environment. This study uses a causal method that is formed through what is called ex post facto. Analysis using simple linear regression analysis techniques. The results showed that students could not understand the importance of utilizing the school environment and how to maintain, maintain the beauty of the environment at school so that a beautiful, safe and comfortable learning environment was formed. As a way to overcome environmental problems can not be with a business that is technical but must be supported by efforts that are educational and persuasive. The effort is carried out through environmental education that starts from kindergarten to college by instilling personality. The first conclusion, to improve environmental insight, personality factors need to be considered. Second, by knowing the dimension of personality called "Big Five", students can classify themselves in which dimension. In an effort to increase environmental insight students need to be held extra-curricular activities with the theme of the environment. It is necessary to instill students' love for the environment so that students can preserve the environment as the most important part.

Keywords: *Personality; Student Insights; Environment*

Introduction

Changes from technological advances that are very prominent so affect someone's personal impact on the environment. With its potential, humans can utilize environmental resources to meet their needs and lifestyle. Excessive use of environmental resources will spur change and even decrease environmental quality. The decline in the quality of the environment in Indonesia is largely due to humans themselves on the environment. the declining quality of the environment will threaten the survival of future generations. This condition can affect the declining value and function of the environment which not only directly threatens human life, but more broadly threatens all species living on earth.

Environmental damage causes the environment to be less supportive of human life. If this is not resolved immediately it can affect the quality of human life. The environmental damage that occurs due to the exploitation of natural resources to meet human needs without regard to environmental sustainability.

This environmental damage has changed the natural processes so that the environmental components are now reduced in number even have been destroyed.

The various environmental damage that occurred, such as global warming, water pollution, air pollution, acid rain, smoke due to forest fires, forest erosion, coastal erosion, beach depletion, depletion of biodiversity and so on. These damages not only cause inconvenience but also cause economic losses such as damage to ponds, declining agricultural products, overfishing, depletion of natural resources.

Environmental problems do not stand alone but are interrelated with one another. The interrelationship between one problem and another is due to the interaction factor between various problems and the resulting impacts are cumulative. Such problems include, among others, excessive human populations that drive global environmental changes.

In addition, the condition of some forests has been degraded. Forest utilization is less dissertated by the existence of conservation efforts. Forest destruction causes disruption of water absorption, destruction of animal habitats, and extinction of endemic animals. Destruction of native habitat is a threat to biodiversities such as diversity of genes, species, and ecosystems. Damage to habitats is caused by many things including an expansion of agricultural land, expansion of urban areas, forest fires and so forth. For that, the solution that must be done is to save the environment.

The term environment is used to refer to everything that affects the survival of organisms on earth. In-Law Number 32 the Year 2009 it is stated that:

"The environment is a unity of space with all objects, power, conditions, and living things, including humans and their behavior, which affects the continuity of life and well-being of humans and other living things". Whereas the scope of life of Indonesia encompasses the space, the place of the Republic of Indonesia with a vision of the archipelago in exercising sovereignty, sovereign rights, and jurisdiction.

The increase in population will be in line with the increasing need for space, clothing, and food. Humans tend to exploit natural resources for their own interests and consider natural resources to be unlimited. An increasingly damaged environment due to human activity which has the view that nature can improve the environment resulting in excessive exploitation of natural resources. This causes the ecosystem to be increasingly damaged, thereby reducing the carrying capacity of the environment (carrying capacity) (Chiras, 2011).

In essence, humans have a reciprocal relationship with their environment. Therefore, to preserve the environment can be sustainably needed by humans who have a high concern for the environment. Efforts to foster and develop an awareness of the environment can be done through environmental education. Through environmental education is expected to change personality and increase awareness of the environment so that it can reduce various destructive actions and improve environmental quality.

In order to achieve this, the following efforts are needed: (1) setting the right example, (2) establishing an appropriate stimulus system, (3) campaigning, and (4) developing and caring for the new generation early through family care. Thus it is clear that to change one's personality related to caring for the environment requires efforts from the family level.

Environmental education is a process that aims to create a world community that has concern for the environment and related problems in it and has the knowledge, motivation, commitment and skills to work, either individually or collectively in seeking or providing solutions to environmental problems that exist now and to avoid new problems.

An effort to build a world community that has awareness and concern for the environment, as well as various problems related to it, was held the formulation of the UNESCO convention in Tbilisi in 1977, on Environmental Education. The results of the UNESCO convention more clearly explain, in addition to instilling knowledge, attitudes, and skills. Environmental education must also be able to foster community motivation and commitment to work individually and together in finding and solving problems that occur and preventing the emergence of new problems (UNESCO-UNEP, 1977).

Based on this understanding, living things cannot be separated from their environment. Basically, a problematic environment is a human problem that is closely related to the value system, social system, and religion in environmental management. Therefore, the way to overcome environmental problems cannot be with a business that is technical but must be supported by efforts that are educational and persuasive. The effort is carried out through environmental education, which starts from kindergarten to university. This study aims to determine the effect of personality on students' insights about the environment.

Theoretical Study

According to Roberts, the environment is divided into three types, namely: 1) the natural environment includes air, water, soil and organisms that are in a group of plants or living animals, 2) an artificial environment (Built Environment) covering urban areas and industrial development, and 3) social environment related to culture, law, economics, music, and others (Roberts & Roberts, 2013).

An environment is not only determined by the type and number of living or inanimate objects, but also by the conditions and behavior of living objects and inanimate objects, and the relationship between these objects. Creating an environmentally friendly outlook, Chiras argues that: 1) using resources sparingly and conserving them, 2) reusing and recycling used materials, 3) wherever possible using renewable resources, and 4) controlling population density (Chiras, 1991).

Human existence, lifestyle, and growth are entirely dependent on the sun and earth. Energy from the sun is called solar capital. In the same way, planets, air, water, arable land, forests, grasslands, wetlands, oceans, lakes, wildlife, minerals, and natural purification and recycling processes are counted as the capital of the earth. Using the term "environment" (Mworio, 2012). Johnson developed the theory of ecological systems in an effort to define and understand human development in the context of the system of relationships that shape a person's environment. According to Bronfenbrenner's early theory, the environment consists of four layers of systems that interact in complex ways and can influence both and become influenced by one's development (Johnson, 1989). During the 1960s and 1970s, people began to hear seriously about the prediction that human existence would be threatened unless humans adjusted their relations to their environment. Scientists say that nature becomes polluted, soils, minerals, and fuel resources are used up more quickly in human life in nature. (Truck et al., 1991).

According to Pervin (1996), in Rhodewalt, Personality is the complex organization of cognitions, Affects, and behaviors that give direction and pather (coherence) to the persons life personality consisting of both structures and processes and reflects both nature (genes) and nurture experience (Personality is a complex organization of cognition that influences behavior to provide direction and patterns in one's life, personality consists of structures and processes, both natural (genes and experiences) (Rhodewalt, 2008).

On the other hand, Colquitt, LePine, and Wesson in The Big Five Personality Model explained that there are five dimensions that underlie human personality, namely conscientiousness, agreeableness, neuroticism, openness, and extraversion. The five dimensions of personality can be measured through indicators: Conscientiousness (reliable, organizational, trustworthy, ambitious, hardworking and persevering). Agreeableness (kind, like to work together, sympathetic, helpful, polite and warm).

Neuroticism (nervous, moody, emotional, alert, restless, irritable). Openness (inquisitive, delusional, creative, inferior, polite, smart) and Extraversion (talkative, sociable, passionate, resolute, brave, powerful) (Colquitt et al., 2011).

Big Five Personality is an approach used in psychology to see human personality through traits that are arranged in five personality domains that have been formed using factor analysis. The five personality traits are extraversion, agreeableness, conscientiousness, neuroticism, openness to experiences (Costa & McCrae, 1992). Ivancevich et al (1990) organizational behavior and management. said, "Agreeableness is the tendency to be courteous, forgiving, tolerant, trusting, and softhearted. Hospitality is a person's tendency to have respect, forgiveness, tolerance, trustworthiness, and a soft heart. According to Luthans, the main characteristics of hospitality are cooperative, warm, caring, polite and trustworthy.

The concept of adjusted personality or good adjustments sets humility to the possibility for advancement and growth about children and adults who are safe, always having loved and being respected can show the possibility of intrinsic conscience built on the identification of love, as well as the desire to please and to make others happy, truth, logic, justice, consistent (Maslow, 1981).

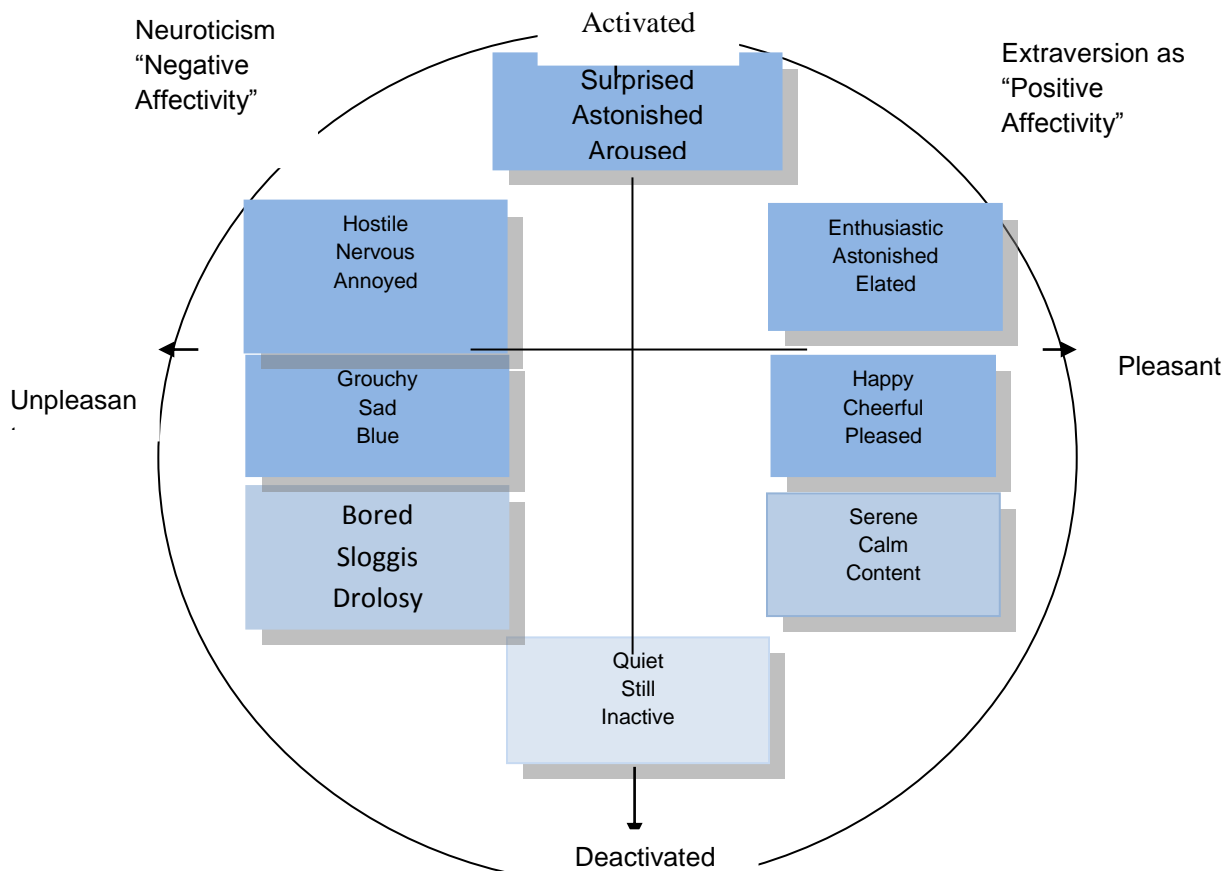


Figure 2. Extraversion, Neuroticism, and Typical Moods.

Extraversion is positively related more commonly to life satisfaction. To explain that finding. One study asked students to complete a "live event checklist" showing whether various events had happened to them in the previous four years. The results showed that extraversion was associated with more positive events, such as joining a club or athletic team, going on vacation with friends and others.

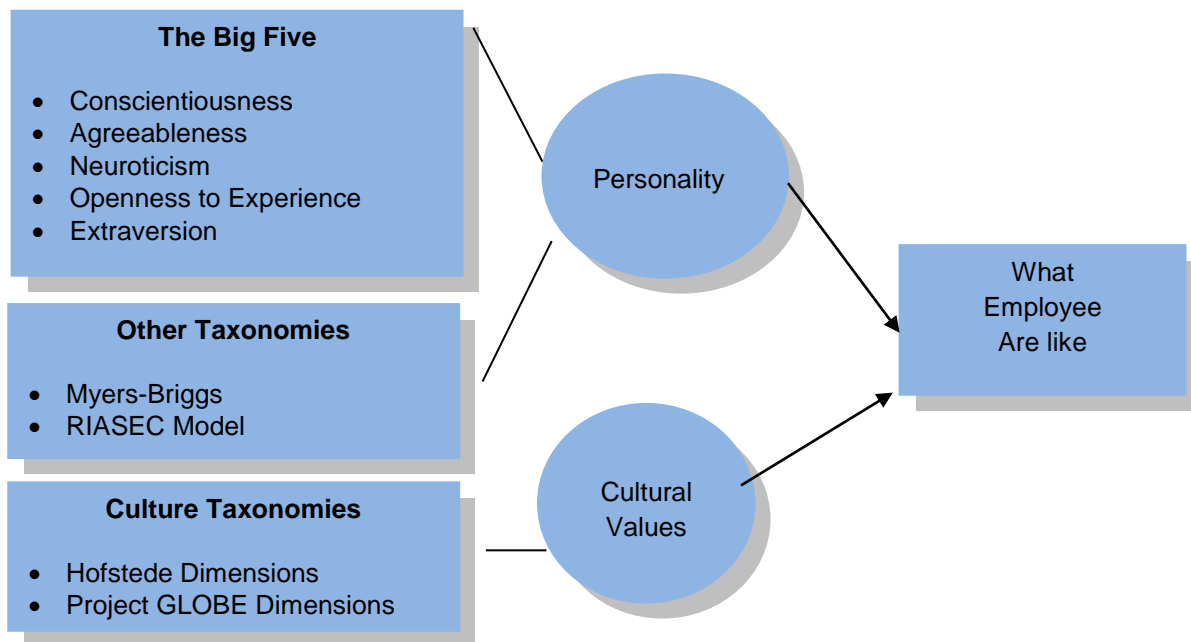
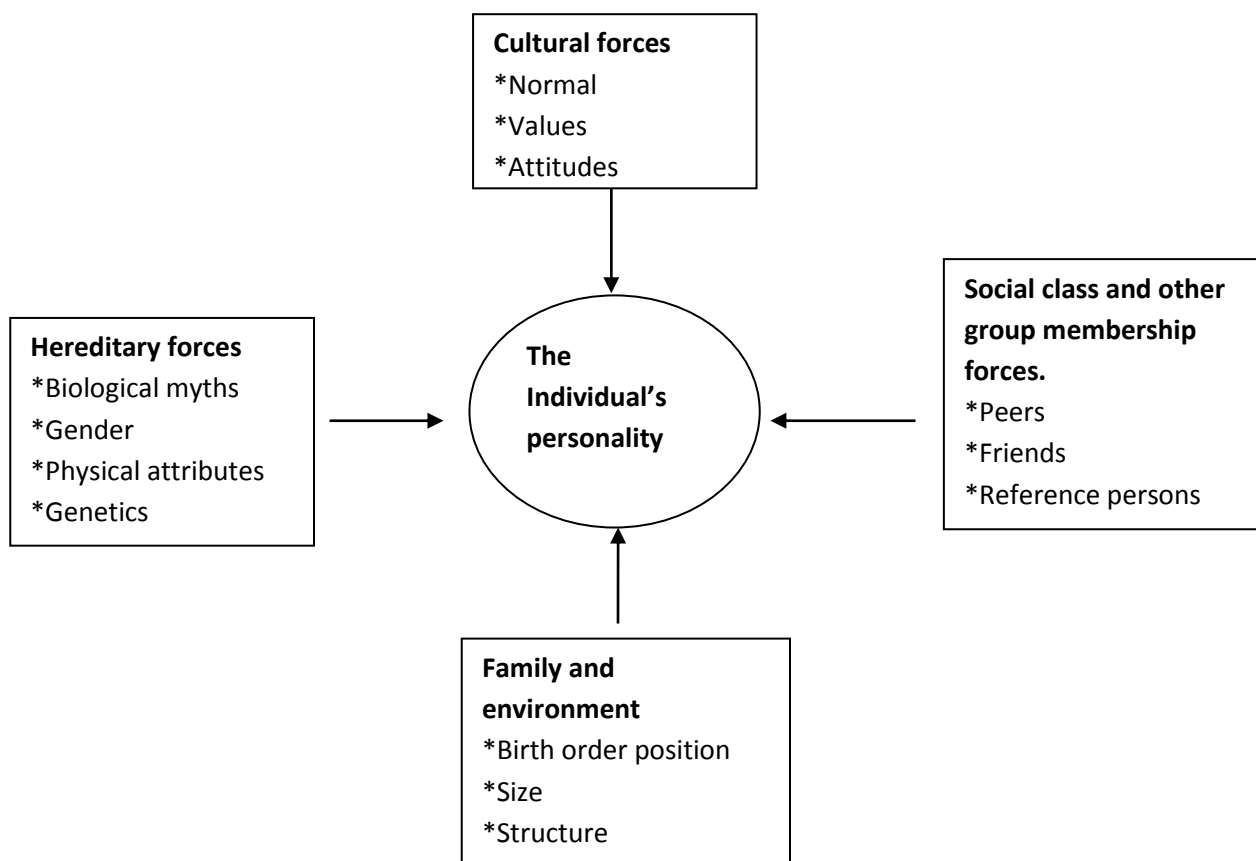


Figure 3. Culture and Personality in Shaping Psychology.

A review of the determinants of forming personality (Figure 3) shows managers who have control as shown below.



Gambar 4. Some Major Forces Influencing Personality

Methods

This study uses a causal method that is formed through what is called ex post facto. The analysis used to determine the effect of each variable uses simple linear regression analysis techniques. This analysis technique was chosen to determine the effect of personality (X) on students' insights about the environment (Y), also to find out how much influence personality has on students' insights about the environment. The independent variable in research is literacy (X), and students' insights about the environment as the dependent variable (Y).

The research design can be seen in the following figure:



Figure 1. Ex post facto Research Design Simple Linear Regression

Research data collection is intended as recording events or characteristics of some or all elements of the study population. The data collection technique used is to use a written test in the form of a questionnaire to find out students' insights about the environment and the influence of personality.

The population in this study were all students of SMA Negeri 5 Depok. The sampling technique is based on a group of individuals and is not taken individually or individually (cluster random sampling). The number of samples was determined as many as 110 students who were assessed to represent the entire population. Researchers provide questionnaires related to personality.

Results and Discussion

At present, human economic activity poses a bad threat to the environment and it seems that these adverse effects will continue to increase exponentially as a result of economic development and the human industry. To avoid the acceleration of the rate of environmental damage, several strategies have been carried out with the intention of reducing the adverse effects of humans on the environment. Based on in-depth exploration it is known that the most effective strategy and does not require a large enough cost is to change people's perspectives and attitudes towards the environment. Therefore, the world environmental association decided to educate the public by inserting an environmental education curriculum into the education system.

By doing this strategy it is expected that the knowledge possessed by these students can be attached to and influence their attitudes even until they enter the outside world later. Nevertheless, the strategy was apparently not easy to increase students' insight and understanding of the environment. This is due to the many factors inherent in each individual. Some studies have tried to elaborate on these factors and see their relevance to students' environmental insights. One factor that is considered quite important in influencing students' insights is personality and gender (Navidnia, 2009). However, until now, there has been no research that specifies these two factors on environmental insight. Therefore, the hypothesis in this study is the influence of personality and gender on students' environmental insights.

The influence of personality on students' environmental insights. Human personality varies greatly, but in this study focused on personality, namely high personality and low personality. These two

personalities have been found to have a significant influence in shaping students' environmental insights through two conditions, namely: 1. The process of capturing material in teaching and learning activities in the classroom that is closely related to the teaching methods provided, and 2. Sensitivity and initiative towards surrounding conditions (Irani et al., 2003). Based on the characteristics of these personalities, this study hypothesizes that if students have high personalities will tend to have better environmental insights than students with low personalities. This is because students who have high personalities are more sensitive to their surroundings, are objective, and are not selfish (Eysenck et al., 1985).

The results obtained are in accordance with the hypothesis that students who have high personalities also have better environmental insight compared to students who have low personalities. Although students who have low personalities are known to prefer reading and writing activities compared to high personalities, it does not seem to affect the increase in environmental insight in low groups. The proportion of knowledge about the environment provided at school is relatively small and students who have low personalities tend to emphasize reading and writing activities in the main fields of science, such as physics, chemistry, and others. While knowledge about the environment is more in the outside world of education. Groups of students who have high personalities utilize their social nature to absorb all of this knowledge through organizational activities outside of school, discussions with people outside of school, and sensitivity to bad conditions that occur in the environment (Dörnyei, 2014).

This makes students who have high personalities better in having environmental insight compared to students who have low personalities, because for students who have high personalities not only gain knowledge based on experience but also come from non-experiences, such as discussion and sharing.

Conclusion

From the overall results of the study indicate that to improve environmental insight it is necessary to consider personality factors by knowing the personality dimensions called "Big Five" so students can classify themselves in which dimension. In an effort to increase environmental insight students need to be held extra-curricular activities with the theme of the environment. It is necessary to install students' love for the environment so that students can preserve the environment as the most important part.

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